PESPWire

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PESP Member of the Month

Southwest Technical Resource Center for IPM in Schools
PESP Member since 2001

By Janet Hurley, Extension Program Specialist II -School IPM, Texas AgriLife Extension, and Program Coordinator, Southwest Technical Resource Center for IPM in Schools

In 1991, the Texas Legislature passed a law mandating that all public schools use Integrated Pest Management (IPM) principles to manage pests on school property. This was one of the first state-mandated programs requiring schools to adopt IPM. The new law gave the Texas Structural Pest Control Board (SPCB), now the Texas Department of Agriculture (TDA), responsibility for promulgating rules and for ensuring that all Texas public schools were in compliance with the law and these rules. For the most part, the initial efforts to support school IPM came from Texas AgriLife Extension, formerly known as Texas Agricultural Extension Service.

In 2000, Texas A&M University teamed with Oklahoma State University and New Mexico State University to submit a proposal to EPA to develop the Southwest Regional Technical Resource Center for School IPM. The Resource Center expanded the educational effort supporting the school IPM program by hiring a staff member to develop additional school IPM resources, maintain the current educational program, and assist with an outreach program for 1,044 public schools in the State. In 2001, the Resource Center jointed PESP.

The mission of the Resource Center is simple— to provide the best professional IPM training and advice for school districts and other environmentally-sensitive institutions in Texas and the Southwest. In 2007, the program expanded to include the entire southern region with the formation of the Southern Region School IPM workgroup. In addition to Ms. Janet Hurley, the Resource Center is co-chaired by Dr. Don Renchie, Associate

Dr. Mike Merchant instructs IPM Coordinators on proper monitoring techniques and what to look for and report when checking sticky cards.

...Continued on Page 2

This month, as students across the country return to school, the PESPWire takes a look at Integrated Pest Management (IPM) in Schools.

Everyday 49 million children attend school in the United States- but they're not alone. Schools are also frequented by cockroaches, mice and numerous other pests. These pests contribute to 12.8 million missed school days due to asthma; cockroaches and dust mites are potent asthma triggers. Integrated Pest Management (IPM) is a proven, prevention-based approach that reduces pest complaints and pesticide use in schools. PESP is working with its partners to reduce the risk that children and school employees experience from pesticide exposure in schools and on school grounds. By using IPM, instead of solely relying on routine pesticide applications, schools can reduce pest populations and the use of pesticides. In the past twenty years, hundreds of school districts across the county have adopted IPM. One of the first was the Monroe County Community School Corporation in Indiana in the mid-1990's.

This IPM program proved so successful that the "Monroe Model" was created to train other school districts in how do develop IPM programs.With technical assistance from PESP Members such as the IPM Institute of North America and the Southwest Technical Resource Center for IPM in Schools at Texas A&M, school districts across the country are doing just that.

EPA's Indoor Air Quality for Schools Program Addresses Sources of Indoor Air Pollution

EPA developed the Indoor Air Quality (IAQ) Tools for Schools Program to reduce exposures to indoor environmental contaminants in schools through the voluntary adoption of sound indoor air quality management practices. The IAQ Tools for Schools Program is a comprehensive resource to help schools maintain a healthy environment in school buildings by identifying, correcting, and preventing IAQ problems. Poor indoor air quality can impact the comfort and health of students and staff, which, in turn, can affect concentration, attendance, and student performance. In addition, if schools fail to respond promptly to poor IAQ, students and staff are at an increased risk of short-term health problems, such as fatigue and nausea, as well as long-term problems like asthma. Pests such as cockroaches can cause asthma attacks which is why school IPM is a key component of the Tools for Schools Program.

Since its release in 1995, the IAQ Tools for Schools Action Kit has been implemented in hundreds of schools across the country. School districts that have implemented the IAQ Tools for Schools Program find that there are common elements to

...Continued on Page 2

PESP Member of the Month: S.W. Technical Resource Center for IPM in Schools (Cont'd)

Associate Department Head, Agricultural and Environmental Safety, Texas AgriLife Extension Sevice, and Dr. Michael Merchant, Professor and Extension Urban Entomologist, Texas AgriLife Extension Service.

Over the past ten years, the Texas program has gone from being obscure, where little was known about the success and failures of statewide IPM adoption, to a southern leader in assisting schools in and around Texas to adopt verifiable IPM programs.

The Texas program utilizes not only Extension-based personnel, but also partners with the Texas Association of School Boards, Texas Association of School Business Officials, and Texas Department of Agriculture to ensure that educational materials are available to every school district. According to the Texas Education Agency, Texas public schools consisted of 1,235 school districts and charter schools, 8,322 campuses, and over 4.7 million students in 2008-2009. Currently, the school IPM rules only apply to the independent school districts (ISDs) because the Department of Agriculture does not have enough personnel to inspect the charter schools. Students are primarily hispanic (48%) and white (34%), and more than half are economically disadvantaged.

The state rules require that each school district's IPM Coordinator attend a six-hour training class. Shortly after the Resource Center opened its doors, this one day training expanded to a two-day workshop, with the first day on complying with state regulations and offering the six-hour course, followed by a second day of training on advanced IPM topics. Since 2001, the Resource Center has trained over 500 school districts, numerous IPM coordinators, and other school personnel. In addition to school personnel, pest management professionals attend these programs so that they can better understand the legal requirements of IPM and learn more about specific IPM principles.

A newsletter was developed by the Program Coordinator, School Pest News. This newsletter is currently distributed to 779 IPM Coordinators, 175 pest management professionals, and 313 other individuals interested in School IPM in Texas. The newsletter addresses common pest problems in schools, and it provides information on Texas school IPM rules and other environmental news. School Pest News can be accessed on the school IPM website along with additional educational information. The school IPM website provides material for school IPM coordinators on how to develop an IPM program, sample management plans, inspection reports, and sample training materials. It also contains a link to a site for schools to purchase the ABCs of IPM DVD and An Introduction to IPM in Schools: A Manual for Facilities Maintenance Professionals, a resource guide for new and experienced IPM coordinators.

In addition to educational programming on IPM, the Resource Center offers on-site program evaluations for school districts. Typical requests for school site audits come from schools that were inspected by TDA and were found in non-compliance. In other cases, the IPM Coordinator simply wants verification from the Resource Center that their program is up-to-date and current with TDA rules. To date, the Program Coordinator has performed over 200 site audits at schools.

Finally, the true success of the Texas school IPM program is the formation of a professional association for school IPM coordinators. The Texas Integrated Pest Management Affiliate for Public Schools (TIPMAPS) is an affiliate chapter under the Texas Association of School Business Officials. School IPM coordinators run TIPMAPS. In Houston, the regional TIPMAPS group meets once a quarter to discuss everything from the newest pest species to having TDA inspectors speak about school IPM inspections. This group initiated its own meeting and supports each school district's IPM program. TIPMAPS is planning for the second annual statewide conference for IPM Coordinators, and Extension is acting as an Advisor rather than as a coordinator. The Resource Center will be present at this conference to assist schools to sign up for EPA's PESP. As school members, our goal is to assist ten percent of the schools to sign up each year for the next five years.

The success of school IPM in Texas is two-fold-- the enforcement of rules by TDA and, more importantly, schools seeing the value of having an IPM program. The Texas coordinators understand that IPM is the cornerstone of their environmental program. By following the tenets of IPM, they can maintain not just a pest free environment, but also a safe place for teachers and students to teach and learn.

EPA's Indoor Air Quality for Schools Program Addresses Sources of Indoor Air Pollution (Cont'd)

successfully implementing the program. The IAQ Tools for Schools Program assists school districts in identifying the actions they can take to successfully plan and implement an effective IAQ management Program.

The 11th IAQ Tools for Schools National Symposium is January 13-15, 2011, in Washington, DC. Registration is open.

For more information on IAQ Tools for Schools curricula, training, and awards, please go to: http://www.epa.gov/iaq/schools/

PRIA2 Grant Recipients Take Action in South Dakota

School Integrated Pest Management (IPM) began in South Dakota under a PRIA2 grant project, "IPM in All U.S. Schools by 2015." Extension specialists from South Dakota State University, Darrell Deneke, Jon Kieckhefer and Jim Wilson, teamed with Iowa State University (Mark Shour) and University of Nebraska-Lincoln (Clyde Ogg and Erin Bauer) to demonstrate IPM to the staffs of Brookings (2,700 students) and Flandreau (600 students) public school districts.

Each participating building has undergone an initial assessment, which evaluated pest vulnerable areas (e.g., food service, staff break rooms, and custodial spaces) for pest entrances, hiding places, and food sources. Three follow-up team visits assisted the school districts in making specific improvements to their building structures, sanitation practices, and maintenance activities. A final assessment in fall 2010 will determine the progress each district has made in this year-long project.

Jerry Jochim (IPM specialist, Monroe County Schools, IN) and Jim Wilson (South Dakota State University) investigate moisture problem on a building in the Brookings School

Communication is critical for a successful IPM program. Custodial staff participated in a day-long IPM workshop that included short talks on pesticide safety and pest issues, hands-on activities, and a school walk-through. A separate one-hour in-service training for over 300 teachers and secretarial staff introduced participants to IPM and described their role in the successful implementation of the program. Four district-wide school IPM newsletters have been distributed to a total of 525 staff members. The newsletters provide practical information for decreasing pest-conducive conditions and solving pest problems without the use of pesticides.

Another component of this project involves pest management professionals. The IPM Specialists clarified to each school's vendor that IPM practices are not intended to replace their services, but rather to encourage a safer, cost-effective method of managing pests and protecting the health of school children and staff.

For more information about this project, please contact Darrell Deneke (Darrell.Deneke@sdstate.edu) or Mark Shour (mshour@iastate.edu).

A Snap Shot from "School IPM 2015"

By Thomas Green, Ph.D. and Zach Bruns, IPM Institute of North America

Thanks to funds from EPA's 2008 Pesticide Registration Improvement Renewal Act (PRIA2) Partnership Grant, the four regional US Department of Agriculture, Natioal Institute for Food and Agrciulture (NIFA) IPM Centers and others, the School IPM 2015 National Working Group is making steady progress towards its goal of high-level IPM in all U.S. Kintergarden-12th Grade public schools by 2015. The group is a collaboration of nearly 200 professionals, including land-grant universities, school district personnel, private industry, non-governmental organizations and consultants. Since we already know how to reduce both pest complaints and pesticide risk in schools, our challenge is to successfully "integrate" IPM as the method all of our schools use to manage pests.

With 195 members from North Central, Northeast, Southern and Western regional groups, the National Working Group has focused on establishing IPM demonstration school districts in states that have not had significant school IPM activity in the past and in building coalitions in other states. Coalitions use public and private-sector professionals already doing IPM in schools to recruit and mentor their peers from other school districts.

The State of Washington's Urban Pesticide Education Strategy Team (UPEST), hosts one such coalition. UPEST consists of representatives from EPA, Washington Department of Health, Agriculture and Ecology, Washington State University, local pest management professionals and others, including school district staff. UPEST hosts frequent meetings throughout the state and provides a website (http://www.ecy.wa.gov/programs/swfa/upest/index.html) with training event calendars and information on pests, pesticides, and IPM approaches. The group recently organized a training and networking opportunity for representatives from nine school districts, including a district that is IPM STAR Certified. Washington's coalition sets an example for other states by offering its members technical support, training opportunities and a forum to ask questions, learn from others and share successes and challenges.

For more information on the School IPM 2015 initiative, please visit http://www.schoolipm2015.com.

Resources:

1. School IPM 2015 Resources, http://www.ipminstitute.org/school_ipm_2015/resources.htm

Reviewed by professionals working in school IPM, this webpage offers effective tools (e.g. audit sheets, inspection manuals and pest sighting) and curriculum (e.g. fact sheets, training materials and recognition awards) for school IPM.

2. eXtension Urban IPM, https://www.extension.org/urban%20integrated%20pest%20management

The University eXtension website includes educational links on pest vulnerable areas and thresholds, pesticide applications and storage, best practices for inspection and monitoring and a tool box that has links for school IPM newsletters and pest presses as well as forms for professionals.

...Continued on Page 4

A Snap Shot from "School IPM 2015" (Cont'd)

3. University of Florida (UFL) National School IPM Website, http://schoolipm.ifas.ufl.edu/
UFL's National School IPM Toolbox hosts interactive flash activities, brochures and short school IPM videos that can be shown at school board, faculty or Parent Teacher Association (PTA) meetings. UFL also moderates the national school IPM email listserv, called the Schoolbugs listserv, which exists for those interested in school IPM to ask questions, learn from others and share successes and challenges.

4. Pest Private Eye: The Case of IPM in Schools, http://schoolipm.unl.edu/pestpi/
IPM Super Sleuth, http://www.ipminstitute.org/supersleuth.htm

To help teach IPM in the classroom, the University of Nebraska-Lincoln Extension designed Pest Private Eye: The Case of IPM in Schools—a video game that allows students to "virtually inspect" different rooms of Eureka Elementary by learning about and identifying pests, inspecting rooms, picking up and using tools and interacting with school personnel. The website also includes a teacher's guide with additional activities, lesson plans, pest profiles and a Pest Private Eye comic book. Another online game—the IPM Institute's Super Sleuth—helps teachers, parents and kids of all ages learn about IPM for homes and gardens, including how to reduce pest and pesticide risks.

5. State School IPM Websites, http://psep.cce.cornell.edu/school_links/default.aspx

Are you looking to connect with school IPM programs in your region? Cornell University posts a list of school IPM websites by state, which also includes links to the CDC and US EPA school IPM web pages.

6. IPM Standards for Schools, http://www.ipminstitute.org/school.htm

A 165 page document that lists more than 700 IPM practices for use in school buildings and on school grounds, as well as more than 250 resources for information on how to implement those practices, model legislation, school pest management practice surveys, IPM curricula and project ideas for teachers, directory of organizations with resources for school IPM, school IPM-related headlines from US newspapers and other resources.

EPA and Tribes Meet in Phoenix for School IPM Training

Under an interagency agreement with USDA/North Central IPM Center, EPA trained several Tribes in Integrated Pest Management (IPM) for schools on July 20-21, 2010. The training was led by Sue Ratcliffe, Center Director. The two-day seminar consisted of classroom training the first day in Phoenix, Arizona, and a "crawl through" at the Salt River High School in Scottsdale, AZ, on the second day.

The seminar included fifty-two participants. Tribes in attendance were Navajo, Hopi, Gila River Indian Community, Pascua Yaqui Indian, Tohono O'odham Nation, Cheyenne River Sioux Tribe, Cocopah Indian Tribe, Yakama, Winnebago, and Salt River Pima Maricopa Indian Community. It also was attended by personnel from University of Arizona, University of California, Northern Arizona University-Institute for Tribal Environmental Professionals, University of Washington, University of Wyoming, University of Illinois, and Indiana University.

EPA's Pesticide Environmental Stewardship Program (PESP) is a partnership program that works with the Nation's pesticide user community to reduce human health and environmental risks of pesticide use and implement IPM. PESP gives organizations-- such as school districts --an opportunity to demonstrate their commitment to environmental stewardship by taking steps to put this commitment into practice. Joining PESP is easy - simply submit an on-line application. For more information on PESP and membership, go to epa.gov/pestwise or call us at (800) 972-7717.

State government was represented by the Arizona Office of Pest Management, Arizona Department of Environmental Quality, and Arizona Department of Agriculture, and Federal officials from the Indian Health Service attended the training. Industry attendees included University Pest and Termite, Godec Randal, Orkin and Profex. The training also was attended by Intertribal Council of Arizona, National Tribal Environmental Council, Monroe County Community School Corporation, and the Salt Lake City School District.

Classroom training included: arthropod pest management in schools, ectoparasite (ticks and head lice) IPM; management of rodents and bats; turf and landscape pest management; the ultimate ectoparasite bed bugs; and presentations from different school districts such as Monroe County, Indiana, and Salt Lake City, Utah. Several schools reported bed bugs infestations.

The second day of training featured a "crawl through" of an actual school, Salt River High School, with six inspection groups each looking for signs of a particular pest: mice, cockroaches, scorpions, ants, pigeons, and rats. These groups inspected external grounds and building perimeters, the dumpster area, kitchen, pantries, cafeteria, faculty lounges, bathrooms, special education classrooms, custodial closets, cluttered classrooms, and the home economics classroom. The crawl through was followed by a question and answer session, and all participants received certificates for School IPM.

Ricardo Zubiate, Salt Lake City School District, uses an insect monitor during a kitchen inspection at Salt River High School.

Evaluations of the training indicate that pest identification, assistance with bed bug infestations, and landscape/grounds workshops are in high demand.

Florida's School IPM Program

By Faith M. Oi, Ph.D., Entomology and Nematology Department, University of Florida

It has been an exciting year on the school IPM front in Florida. As anyone working on a school IPM program knows, it takes a "cast of thousands" to keep IPM in schools moving forward. My summary is really a tribute to the "thousands" who have volunteered untold hours to keeping children's health at the forefront in our schools.

Florida does not have a law requiring IPM in schools. We inherited the program in 2004, and we are entering our sixth year as a demonstration model. We focus on teaching schools how to develop an IPM program, and we work with school personnel and IPM practitioners using the Monroe Model for School IPM. The original program started in the mid-1990s under an instructional model. During the transition, the school IPM program in Florida went from an "advisory group" to a "working group." Membership includes representatives from school districts, pest management industry, Florida Department of Agriculture and Consumer Services, Florida Department of Health, and the legal profession.

Through our training and support of school district personnel, we have positively impacted over 443,000 school children and over 50,000 staff members in at least eight school districts (over 670 schools) that received multiple site visits. We are uncertain of the additional school children and staff we have positively impacted through our training and work with the Florida School Plant Management Association (FSPMA) and the pest management industry. The FSPMA membership includes IPM practitioners who are school employees, and the pest management industry provides technicians versed in IPM to schools on a contract basis. Many of these pest management companies operate in several school districts.

Over the past twelve to eighteen months, Florida Department of Agriculture and Consumer Services methodically interviewed representatives from each of the 67 school districts in Florida about pest control practices in schools. This investigation revealed that 75% of the school districts outsourced their pest control to private industry, confirming our anecdotal evidence. Whether a state has a law requiring IPM in schools or not, hiring a contractor able to implement IPM in schools is complicated by state low-bid requirements. One of our goals over the last eighteen months has been to produce a model contract that will encourage qualified companies to bid on school districts and discourage unqualified companies who bid low to win contracts. The Contracts Subcommittee is chaired by Ron Box, Technical Director, Hulett Environmental Services. Hulett is an EPA PESP member, as are several other members of the subcommittee. The contract language is undergoing final revisions and will be posted on the National School IPM website, which was initially funded by EPA (http://schoolipm.ifas.ufl.edu/).

The National School IPM website has been housed on the University of Florida servers since the 1990's. It has undergone several updates. We are now proud to announce the addition of a "Welcome Packet" for anyone wanting to start a school IPM program and a link to our eXtension website, which contains pest management plans for common pests found in schools. The "Welcome Packet" contains information to help the practitioner start a program, including checklists for school inspections, examples of a pest monitoring protocol, a pest sighting log, a pest management policy statement, letters to parents, explanations to school administrators, and more.

To download this document for free and modify it for your needs, go to http://schoolipm.ifas.ufl.edu/, and click on "School IPM Welcome Packet." We also worked with school IPM practitioners across the nation to develop a School IPM section on the eXtension website, where management plans have been written and reviewed by extension specialists: http://www.extension.org/urban%20integrated%20pest%20management.

The eXtension project initially was funded by USDA and co-led by the University of Florida and Auburn University. It then expanded to include the Southern Regional School IPM Working Group and the National School IPM Working Group. The University of Florida also houses the "schoolbugs listserv," which is used for a national exchange of ideas and information.

To subscribe, please follow the directions at: http://schoolipm.ifas.ufl.edu/Florida/list.htm

Bed Bug Myth Busters: How You Can Use IPM to Prevent and Control Bed Bugs

Bed bugs are big news. Bed bugs were a common pest prior to World War II and nearly eradicated during the era of DDT pesticide use (1940s and 50s). However, bed bugs are now a serious challenge domestically and globally. This year, the New York Daily News reported almost 10,000 bed bug complaints in New York marking a 34% annual increase. This resurgence is largely attributed to increased frequency and diversity of international travel and pesticide resistance.

What's for dinner? We are. Adult bed bugs are one quarter-inch long, flat, oval, rust-colored insects that spend much of their time in the cracks and crevices located near their food source: humans. This includes along the seams of mattresses, floor boards, couches, movie theatre cushions and even clothes from a thrift store or yard sale. Bed bugs emerge at night while people are asleep, feed on human blood and return to their hiding places, a process that only lasts less than 15 minutes.

Bed bugs do not transmit diseases but are elusive nuisances that can easily be transported in suitcases, purses or backpacks, making control a challenge. Bed bugs often elicit reactions of disgust and panic which can lead to serious misconceptions of how bed bugs should be treated and excessive and incorrect pesticide applications. To help us crack common myths about bed bugs, we consulted experts from the Central Ohio Bed Bug Task Force (COBBTF) and the New York Department of Education.

Myth #1: Bed bugs are only found in messy, cramped living spaces such as apartment buildings and dorms.

Myth Buster: While a messy, cramped living space can provide additional habitat for bed bugs, they can also be a problem in tidy houses, hotel rooms, classrooms and anywhere else humans reside. Bed bugs can be easily spread from an infested room in luggage, suitcases, purses or backpacks, making awareness of monitoring, prevention and control essential for all pest managers and key facility staff. For example, if a bed bug is brought to school in a child's backpack or employee's briefcase, it can make itself at home in a desk or relocate into a nearby backpack or briefcase to end up in a new house or apartment.

Michael Siciliano of the New York Department of Education says that because bed bugs "live in diverse neighborhoods with different housing arrangements," it is critical that you take measures to eliminate bed bugs at home while working with your children's school to do the same.

Myth #2: If a bed bug is found on a child, that child and his/her possessions must immediately be sent home to prevent further spread of the insect.

Myth Buster: Bed bugs spend little time on humans. If a bed bug is found on a child, it is likely that the insect came from his/her or another student's backpack or the bed bug's hiding place in the school. Rather than sending the child home, COBBTF recommends discreetly removing the child from the classroom and have the

...Contiued on Page 8

EPA Bed Bug Education/Outreach Projects: Request for Grant Proposals

EPA has announced a new opportunity for State grant submissions for bed bug education and outreach.

While only State agencies, State universities, and tribes are eligible to submit grant proposals, it is worth noting that advocacy organizations, local health departments, and others may work with a State on the State's submission.

Please find below some extracts from the announcement:

"State and Tribal Assistance Grants -- Bed Bug Education/ Outreach...soliciting applications for states and tribes to strengthen their ability to address bed bug infestations in communities disproportionately exposed to environmental harms and risks. The projects supported through these grants are designed to build broad, results-oriented partnerships for education and outreach programs to reduce bed bug infestations in communities disproportionately exposed to environmental harms and risks..... EPA anticipates that approximately $550,000 will be available under this announcement....federal portion for each assistant agreement is anticipated to range between $50,000 and $200,000... project period of performance is limited to two years... grants awarded under this announcement will provide financial assistance to eligible applicants to carry out projects that focus on bed bug control efforts in communities that have been disproportionately impacted by environmental harms and risks.... EPA will award funding in the form of assistance agreements (cooperative agreements) according to FIFRA Section 20. If awards are in the form of cooperative agreements, there will be substantial involvement between the EPA Project Officer and the selected applicants in the performance of the work supported... Eligible applicants include the 50 States, District of Columbia, U.S. Virgin Islands, Commonwealth of Puerto Rico, any territory or possession of the United States, any agency or instrumentality of a state including state universities, and all federally recognized Indian tribal governments."

For more information and to read the full announcement visit http://www.epa.gov/pesticides/grants/proposals/2010-opp-bedbug-rfa.pdf

Upcoming Conferences, Meetings, and Events

Bed Bug Symposium 2010 - Anaheim
September 10, 2010
Anaheim, California

Growing Power's National-International Urban & Small Farm Conference
September 10 - 12, 2010
Milwaukee, Wisconsin

2010 USDA/IR-4 Food Use Workshop
September 14-15, 2010
Summerlin, Nevada

BedBug University's North American Summit 2010
September 21-22, 2010
Chicago, Illinois

New York Pollinator Short Course
September 23, 2010
Corning, NYn

Association of School Building Officials Pre-Annual Meeting IPM Workshop
September 24, 2010
Lake Buena Vista, Florida

BDA National Conference: Biodynamics and the Future of Agriculture
September 30 - October 3, 2010
Chestnut Ridge, New York

PestWorld 2010
October 20-23, 2010
Honolulu, Hawaii

6th Annual Sustainable Ag Expo
November 15-16, 2010
Monterey, California

Lawn Care Summit 2010
December 1-3, 2010
Atalnta, Georgia

IAQ Tools for Schools National Symposium
January 13-15, 2011
Washington, DC

Bed Bug Myth Busters: How You Can Use IPM to Prevent and Control Bed Bugs (Cont'd)

school nurse inspect the child's clothing and other belongings as well as any storage areas the child uses. Send a note home to parents informing them of the problem and describing basic preventative actions, such as washing laundry on high heat and keeping school supplies sealed in a plastic bag or tote. Finally, the school principal or designee should notify the in-house or contracted pest management professional (PMP) to identify where the bugs are harboring and use the safest, most effective methods to eliminate them from the school environment.

Myth #3: If bed bugs are present in the school, the entire school must be treated with a heavy-duty pesticide to ensure they're all dead.

Myth Buster: Pest management professionals can identify exactly where the insects are harboring and use non-chemical and/or least-toxic chemical methods for eliminating the pests. For example, bed bugs emit a foul yet subtle odor which trained dogs can detect and use to pin-point their location. Likewise, pest management professionals can vacuum affected areas or heat-treat rugs, clothes, books and other items to eliminate the pests.

Eliminating and preventing bed bugs in schools requires a careful collaboration between parents, children and school staff to ensure bed bug problems at home are not causing bed bug problems at school and vice versa. For more information on how to prevent or control bed bugs, check out the following resources.

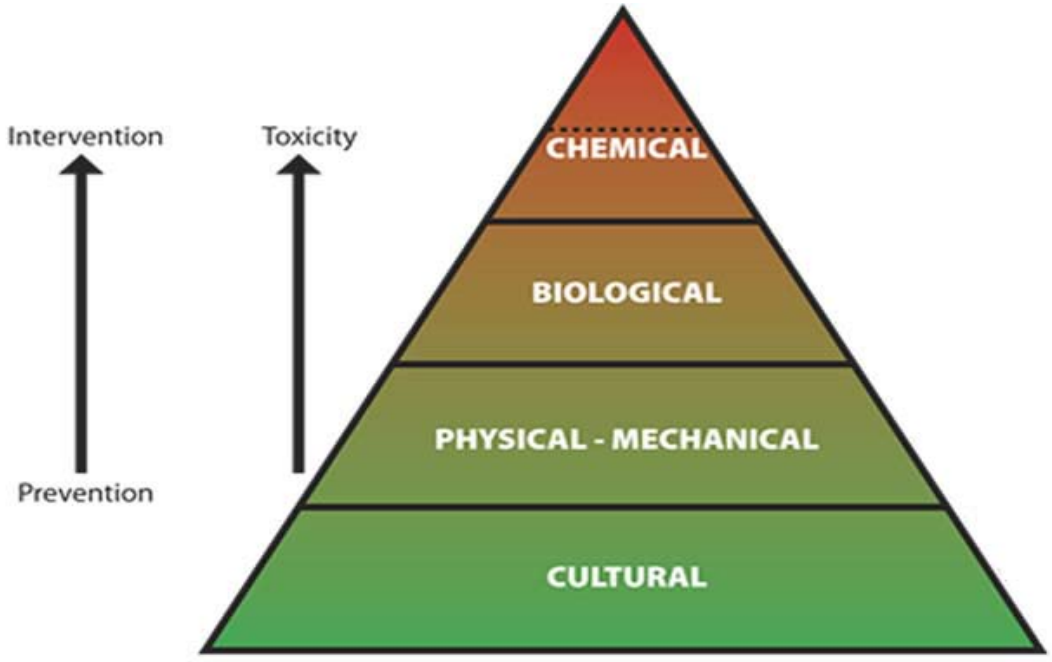
Central Ohio Bed Bug Task Force. 2009. http://www.centralohiobedbugs.org/index.html.

We welcome your questions regarding PestWise programs and how to become a PESP Member! Please contact us at (800) 972-7717 and we will be happy to help.

Gangloff-Kaufmann, J. and J. Shultz. 2003. Bed Bugs Are Back! An IPM Answer. New York State Integrated Pest Management Program. 5 pp. http://johnjay.jjay.cuny.edu/extra/bed_bug.pdf (PDF).

Lewis, V. R., L. Greenberg, J. H. Klotz. 2009. Bed Bugs: Integrated Pest Management In and Around the Home. Pest Notes, University of California Statewide Integrated Pest Management Program. Pub 7454; 4 pp. http://www.ipm.ucdavis.edu/PDF/PESTNOTES/pnbedbugs.pdf (PDF).

New York City Department of Health and Mental Hygiene. 2009. Stop Bed Bugs Safely. http://www.nyc.gov/html/doh/downloads/pdf/vector /vector-faq1.pdf (PDF, in English). http://www.nyc.gov/html/doh/downloads/pdf/vector /vector-faq1-sp.pdf (PDF, in Spanish).



THE IPM PYRAMID

Bayer Agrees to Terminate All Uses of Aldicarb

The U.S. Environmental Protection Agency and Bayer CropScience, the manufacturer, have reached an agreement to end use of the pesticide aldicarb in the United States. A new risk assessment conducted by EPA based on recently submitted toxicity data indicates that aldicarb, an N-methyl carbamate insecticide, no longer meets the agency's rigorous food safety standards and may pose unacceptable dietary risks, especially to infants and young children.

To address the most significant risks, Bayer has agreed first to end aldicarb use on citrus and potatoes and will adopt risk mitigation measures for other uses to protect groundwater resources. New measures to protect shallow drinking water wells in vulnerable areas of the southeastern U.S. coastal plain and lower application rates will be immediately added to product labels for use on cotton, soybeans, and peanuts.

The company will voluntarily phase out production of aldicarb by December 31, 2014. All remaining aldicarb uses will end no later than August 2018. Additionally, EPA plans to revoke the tolerances (legal pesticide residues allowed in food) associated with these commodities. EPA did this to ensure we have the safest food supply possible.

Based upon current toxicological studies, aldicarb at levels higher than those typically found in food has the potential to cause various effects such as sweating, nausea, dizziness and blurred vision, abdominal pain, vomiting, and diarrhea.

Aldicarb is registered for use as a systemic insecticide and nematicide on agricultural crops, and is formulated and marketed solely as a granular pesticide under the trade name Temik. During the phase-out, the pesticide will continue to be registered for use on cotton, dry beans, peanuts, soybeans, sugar beets, and sweet potatoes. Aldicarb products are not intended for sale to homeowners or for use in residential settings. A restricted use pesticide, aldicarb may be applied only by trained, certified pesticide applicators.

The memorandum of agreement and the agency's updated dietary risk assessment and supporting materials will be available in the aldicarb reregistration docket, EPA-HQ-OPP-2005-0163, and in the aldicarb Special Review docket, EPA-HQ-OPP-2006-0197, at regulations.gov.

The U.S. has a safe and abundant food supply, and children and others should continue to eat a variety of foods, as recommended by the federal government and nutritional experts.

More information: http://www.epa.gov/oppsrrd1/REDs/factsheets/aldicarb_fs.html To view the dockets: http://www.regulations.gov

New Pilot Project to Test Pesticide Users' Interest in Obtaining Labeling Via the Internet

EPA is inviting organizations to work with the Agency to conduct a "User Acceptance Pilot" to research the extent to which pesticide users would accept a system requiring them to obtain labeling via the internet. We believe that web-distributed labeling has the potential to improve compliance with labeled use instructions by making pesticide labels easier to read and comprehend. Web-distributed labeling would accomplish this, in part, by only providing instructions for the location and intended use that the pesticide user specifies online.

If such a system was ultimately implemented, we would expect to see: faster access to new pesticide uses quicker implementation of public health and environmental protective measures lower costs for industry and EPA.

To test the viability of online pesticide labeling, the Agency published a Federal Register Notice on August 18, 2010 inviting participation in the pilot. Stakeholders should notify EPA of their interest in participating no later than September 17, 2010. Our goal is to have all User Acceptance Pilot websites ready for users to test by October 15, 2010.

For more information, please see http://www.epa.gov/pesticides/regulating/labels/distribution/

Close Date	Grant Title	Agency/Organization	Funding Number
September 15, 2010	Agriculture and Food Research Initiative – Sustainable Bioenergy	USDA-NIFA-AFRI	USDA-NIFA-AFRI-003042
September 29, 2010	Environmental Training for Youths	US Fish and Wildlife Service	US Fish and Wildlife Service
October 5, 2010	Agriculture and Food Research Initiative: NIFA Fellowships Grant Program	USDA-NIFA-AFRI	USDA-NIFA-AFRI-003241
October 18, 2010	State and Tribal Assistance Grants - Bed Bug Education/ Outreach and Environmental Justice	EPA-OPP	EPA-OPP-2010-007
November 17, 2010	Community Food Projects Competitive Grants Program	USDA-NIFA-CFP4	USDA-NIFA-CFP-003304
Ongoing	Vegetable and Strawberry IPM Travel Grants	Northeastern IPM Center	N/A
Ongoing	Federal Funding Opportunities for Emerald Ash Borer Research	USDA – APHIS – PPQ EAB	N/A
Ongoing	Environmental Quality Incentives Program	USDA– NRCS	N/A
Until Funds Exhaust	IPM Minigrants Program	North Central IPM Center	N/A
Ongoing	Special Issues in the West	Western IPM Center	N/A
Ongoing	SARE Grant Opportunities	North Central Region SARE	N/A